DRAMA – Year 10 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2 **Noughts and Crosses by Malorie Blackman/Dominic Cooke** **Applied Skill:** • Genre • structure • character • form • style • language • sub-text • character motivation and interaction • the creation of mood and atmosphere • the development of pace and rhythm • dramatic climax • stage directions • the practical demands of the text.	• Use of stimulus. • Movement. • Tableaux. • Status. • Ensemble work. • Genre. • Improvisation. • Brecht. • Character • Physicality • Epic Theatre	Skills: Each student must choose to be assessed as a: • Performer or • Lighting designer or • Sound designer or • Set designer or • Costume designer or • Puppet designer • Social, cultural and historical context. • Drama and Theatre Terminology • Staging Configuration. • Assessment: Full performance of three scenes linked by character.	• The activities each may undertake on a day-to-day basis • The aspect of the rehearsal/performance process each is accountable for (the contribution to the whole production being a success). • Developing knowledge and understanding of the characteristics and context of whole play. • Exploring ideas for how the play may be interpreted practically.
Term 3/4 – Mini Devised Project. Understanding Drama Written Paper Preparation. **Developing Knowledge and Understanding of Text**	• Physical Warm-up. • Evaluation. • Genre. • Drama Terminology. • Brechtian Techniques. • Stimulus • Movement	Skills: • Written Skills • Social, cultural and historical context. • Drama and Theatre Terminology • Staging Configuration.	• Create and communicate meaning. • Realise artistic intention in devised drama.

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• Practical Component • Characteristics of performance text and dramatic works. • How meaning is interpreted and communicated. • Epic Theatre	• Status • Ensemble work • Improvisation. • Brecht/Boal • Story Structure	• Brechtian Techniques • Structure of Devised piece. • Working in a group.	• Realise designs for a devised duologue or group piece.
Terms 5/6 – Devised Component 2 • Produce an individual Devising log • Contribute to final group performance.	• Stimulus • Movement • Status • Ensemble work • Improvisation. • Brecht/Boal • Story Structure	• Level of theatrical skills • Range of theatrical skills demonstrated. • Contribution to the effectiveness of the piece • Inventiveness of individual's work. • Success in realising individual artistic intention. Assessment: Final practical examination in term one of Year 11.	How to effectively present issues in our society that they/we wish to expose and discuss. Use their knowledge of both sides of an issue.
Term 5/6 – Devised Component 2 Written Log. • Analysis • Evaluation • Annotation • Research • Development • Collaboration	• Brecht. • Ensemble work. • Terminology. • Physicality. • Choral work • Story structure. • Stimulus	Skills • Documenting the creation and development of own idea to communicate meaning through a devised piece and analysing and evaluating their individual contribution to the devising process and final devised piece.	• Response to a stimulus • Development and collaboration • Analysis and evaluation.

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